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ABSTRACT

This publication suggests guidelines for California community colleges in achieving uniform curricula for training semiprofessionals in library service occupations. One section presents recent surveys of professional organizations that show the need for semiprofessional technicians. Another section summarizes the technical assistant curriculum as it has been reviewed and recommended by a statewide advisory committee. A third section surveys and analyzes employment opportunities and the professional hierarchy. Two other sections discuss recommendations for the development and coordination of a curriculum for a Library Technical Assistant Program. The final section suggests course content and coordination for a statewide program. (Author/RC)

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THE LIBRARY TECHNICAL ASSISTANT PROGRAM

Guidelines and Course Content for Community College Programs

July, 1970

JC 700 268

OFFICE OF THE CHANCELLOR
THE CALIFORNIA COMMUNITY COLLEGES
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FOREWORD

The Community Colleges of California have long recognized the need to provide vocational education programs that are career oriented. The new career education concept utilizes the open-ended curriculum leading toward career ladders. Although the goal of the career programs is still that of obtaining sufficient training, education, and skills for entry employment, the Community Colleges are seeking articulation with the four-year institutions that will allow the capable student to continue his education without undue loss of credit and time.

For some years various Community Colleges throughout the State have offered courses termed Library Science. These were aimed principally at persons seeking general information. It has become apparent that the time has arrived when the colleges should establish programs to train persons for the intermediate step and job classification title, Library Technical Assistant. In this way articulation with the four-year institution can be more easily accomplished and both the two-year and the four-year degree programs will be able to fulfill the required specific education needs.

The core courses suggested in this publication have been recommended as guidelines to prepare persons to become Library Technical Assistants. Additional courses have been suggested for in-service training.

Another trend, suggested by the advisory committee, is for persons at this intermediate level to have more specific in-depth training in audio-visual skills. Therefore, two courses have been suggested as an "optional track" to the Library Technical Assistant program and will help the student develop basic skills in handling audio-visual equipment and materials and additional skills in the production of a wide variety of audio-visual materials.

The proper development of the Library Technical Assistant program is critical to the development of the career ladder concept and continuing education for those students who may desire to become professional librarians. The California Community Colleges Chancellor's Office expresses its confidence that the colleges and the librarians will respond to the challenge.

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PREFACE

Public Service Occupations are those which are pursued by persons in local, county, state, and federal government. These positions reflect the services desired or needed by individuals and groups for the common welfare, and are performed in governmental organizations established by society, normally on a non-profit basis and usually supported by tax revenues.[1]

Professional and semiprofessional careers are available in public service. Those who choose to pursue one of the professional careers must be fully prepared to provide the required services and to make decisions, set objectives, develop plans for action and take the action, and provide leadership. In providing these services, the professional needs the help of people who are prepared to do certain parts of the work required.

Those who choose to pursue one of the semiprofessional careers will provide this help. They, like those who choose the professional careers, must be fully prepared to provide quality services, but their responsibilities will be limited to doing work specified and directed by the professional leadership.

The purpose of these Guidelines is to assist California Community Colleges in developing and achieving a degree of uniformity in the occupation-centered curriculum for semiprofessional careers in library service. The suggested curriculum will prepare students for employment as library clerks or library technical assistants.

The publication is divided into six parts:

1. Recent surveys by representatives in the professional organizations which show the need for the semiprofessional technician.

2. The library technical assistant curriculum that has been reviewed and recommended by an advisory committee.

3. A survey of employment opportunities and an analysis of hierarchy levels within the profession.

4. Recommendations for the development of a curriculum.

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[1]Department of Health, Education and Welfare, Office of Education, Bureau of Adult, Vocational and Library, October 8, 1968.

5. Coordination of the Library Technical Assistant program.

6. The suggested course content and the coordination of the program.

It is hoped that these Guidelines will be used by administrators, counselors, and instructors in their initial planning stages and evaluation of library technician programs. Administrators will be most interested in the background and the need for such a program as shown by the professional associations. Guidance counselors can utilize the information on employment opportunities and the future trends. The instructors will need to know the curriculum content and the course descriptions.

The Chancellor's Office expresses its appreciation for the continued support of the advisory committee who have assisted in the development of this curriculum guide. In addition, special acknowledgement is made to Mrs. Joleen Bock, College of the Canyons; Mr. A. "Don" Donatelli, Chabot College; and Mrs. Aline Wisdom, Citrus College, for their special course content contributions, and to Mr. John Halligan and Mr. Marvin Howell, Sacramento City College, for editing.

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CHAPTER ONE

THE

LIBRARY TECHNICAL ASSISTANT PROGRAM

THE LIBRARY TECHNICAL ASSISTANT PROGRAM

Program Analysis

The original research for library technicians was reported by John Martinson in 1965, in VOCATIONAL TRAINING FOR LIBRARY TECHNICIANS.[2] Since then occupational training programs for the semiprofessional positions in libraries throughout the nation have surged ahead with great speed and growth. The Community Colleges of California have taken the lead and have offered specific courses and the associate degree.

Dorothy F. Deiniger, THE DEINIGER REPORT, 1967[3] presented the three following recommendations to the American Library Association:

1. That two levels of service between clerical and professional staff be recognized; namely, the library clerk and the library technical assistant. Classification standards for these levels and typical duties have been proposed for consideration.

2. That the Library Education Division and Library Administration Division recognize the value of the vocational training for library clerks and library technical assistants and appoint a committee to develop curricula and standards for training which would strengthen existing and planned programs and divert efforts into Association proved channels which will contribute to library manpower objectives.

   a. For library clerks a short-term course is proposed . . . Course objectives would be to train in clerical and typical library routines, to provide background on the purpose of library service, and to acquaint with the use of the library.

   b. For Library Technical Assistant a minimum of two years of college . . . Proposed instruction includes how to use a library, introductory courses in reference and bibliography, in catalog use and

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[2]John Martinson, VOCATIONAL TRAINING FOR LIBRARY TECHNICIANS, Washington, D.C., 1965.

[3]D. F. Deiniger, REPORT OF JOINT AD HOC COMMITTEE OF LIBRARY ADMINISTRATION DIVISION & LIBRARY EDUCATION DIVISION ON SUBPROFESSIONAL OR TECHNICIAN CLASS OF LIBRARY EMPLOYEES, American Library Association, 1967.

preliminary cataloging, typical acquisition and circulation routines and procedures.

3. That a committee be established to make a concerted effort to clarify and correct definitions and scope of typical library occupations in the U. S. Department of Labor publication, 'Directory of Occupational Titles' in occupational literature, in vocational guidance materials, and in connection with advertised goals of library training offered in vocational schools and junior colleges, whether they are private, state or municipal institutions.

In addition, Lester E. Asheim in "Education and Manpower for Librarianship" suggested there should be at least five levels of work in libraries for which separate kinds of preparation should be identified. Three are pre-professional and two professional: (1) library clerk, (2) library technical assistant, (3) library assistant, (4) librarian and (5) professional-specialist. "The important point is not so much the titles employed as the nature of the career sequences they designate."[4] The implication here is a career ladder that would allow students to enter the library at the lower level and, through work experience and additional college education and training, progress to the professional level. "The standard suggested here is that the technical assistant ranks shall be open to graduates of the two-year college programs . . ."[5]

The above career ladder parallels the new careers concept in suggesting a new level, semiprofessional, that covers duties previously performed by professional librarians. A thorough analysis of a librarian's tasks has resulted in identifying some that can be performed by persons who have some specific training and education in library services but not the full education and background required for a baccalaureate or master's degree. This will leave the librarian free to perform the administrative and specialized duties. "The primary objective in identifying sub-professional and pre-professional tasks in the library operation is to upgrade the authority and responsibility of the professional person and the education he requires."[6] Therefore, it is of the utmost importance that Community College administrators and faculty of the library technical assistant program understand that the library technical assistant is a supportive role and will not supplant the librarian.

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[4]Lester E. Asheim, "Education and Manpower for Librarianship," ALA Bulletin, October, 1969, pp. 1096-1106.

[5]Ibid.

[6]Ibid.

To view Community College library technical assistant preparation as basic preparation for a career ladder, however, is still a debatable question among librarians and other educators. The California Community College Board of Governors gives support to the Coordinating Council for Higher Education for the conduct of a study of Library Science at the University of California, Santa Barbara and San Diego campuses. "The Council requests the Director and Council staff, in cooperation with representatives from the University, the State Colleges, and the Junior Colleges to formulate a plan for review of new programs which will provide for both the orderly growth of higher education and involve the Council as early as possible . . ."[7]

Generally, librarians in California have been enthusiastic about the Community College program even though they view it as a single track leading only to the semiprofessional classifications. "The presently developing program of the State Department of Education to establish a uniform library technician training program in California is strongly endorsed as a means of providing needed library technical assistants for semi- or para-professional and clerical staffing in school libraries. This program includes terminal courses to enable students to serve at various job levels in the school library, to provide technical services for effective and efficient library operation, and to free professional school librarians for other more important work."[8] With continued discussion through workshops and conferences and with studies such as those the Coordinating Council will conduct, there is a possibility that Community College occupational programs will become a recognized educational beginning, and can lead the capable student up the career ladder through an orderly progression of skill and general education courses.

Several surveys have been made to determine how many librarians are aware of the new library technician classification; the number of library technical assistants, and educational requirements. One survey was done by Dr. Charles Held, librarian of Albion College, Michigan, in 1967.[9]

Of the 36 librarians contacted in the State of California, 22 responded and of that number, 18 of the librarians were aware of the program. Of the 18, 15 librarians strongly favored the program, four were mildly in favor, two were

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[7]STAFF ANALYSIS AND RECOMMENDATIONS for the Coordinating Council for Higher Education Meeting of July 15, 1969, San Francisco.

[8]MULTI-MEDIA AND THE CHANGING SCHOOL LIBRARY, California State Department of Education, 1969, pp. 59-60.

[9]Charles Held, LIBRARY SURVEY, Albion, Michigan, 1967.

indifferent, and only one strongly opposed. A summary graph of the report for California appears below:

Fig. 1. ABSTRACT OF CALIFORNIA - HELD SURVEY

Number Contacted	[////////////////////////////////////] 36
Number Responding	[////////////////////////] 22
Type of Library	
Academic	[/////////] 9
Public	[//////] 6
School	[//////] 6
State	[/] 1
Have Heard of Program	[//////////////////////] 18
Strongly Favor	[////////////////] 15
Mildly Favor	[////] 4
Indifferent	[//] 2
Opposed	[_] 0
Strongly Opposed	[/] 1
No Answer	[_] 0

In Michigan, another survey showed 27 out of 31 librarians were aware of the program, 17 in favor and none strongly opposed.

A recent California survey indicated 33 Technical Assistant programs in 91 California Community Colleges. Also, there were 1,470 students (Full and part time) enrolled and 520 of these are expected to receive certificates or Associate degrees by June, 1970.[10]

Job Activity Analysis

A questionnaire survey was conducted by the California Library Association Administration Committee to determine the use of the technician classification in California. The report indicated that in performing actual job activities, although there was a distinction between clerical and professional duties, the distinction was seldom observed in on-the-job activities. However, as the technicians become trained, recognized, more experienced, and better

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[10]California Community Colleges Chancellor's Office, SURVEY OF LIBRARY TECHNICAL ASSISTANT PROGRAM, March, 1969.

educated, their duties will become standardized and specific. Librarians should refer to the American Library Association report, "Criteria for Programs to Prepare Library Technical Assistants," January, 1969.

A partial analysis of the questionnaire survey by the CLA Committee appears below:

Fig. 2. PARTIAL ANALYSIS OF PERSONNEL SURVEY

Number Libraries Contacted	[//] 107
Number Libraries Responded	[//] 68
Number of Employees in the Technician Classification	[////////////////////////////] 38
Libraries Having Technician Classification	
Public	[////////////////] 17
Special	[////////////] 11
College	[/////////] 10
School	[_] 0

The questionnaire was sent to 107 libraries which represented 10 percent of the libraries listed in the NEWS NOTES OF CALIFORNIA LIBRARIES, members of Special Libraries Association, and a sampling of school libraries in the larger districts. There were 68 responses to the questionnaire and 38 indicated a technician classification. Figure 3 refers to the number of librarians reporting specifically assigned duties to technicians. Of those using the technician classification, the distribution between public services and technical duties was fairly equal.

As defined by the survey, public services included those concerned with circulation, reference, reader's advisory and children's service. Technical services included those services concerned with book selection, ordering and cataloging.

The following is a list of duties assigned by 60 percent of the 38 libraries using the technician classification:

Explaining to borrowers the library rules for checking out and returning materials.

Giving patrons direction on location of library departments.

Explaining to patrons the resources and services of the library.

Finding specific books on the shelf for patrons.

Searching for simple trade bibliographical data.

Helping patrons use the card catalog.

Answering simple reference questions using quick reference tools.

Supervising the work of the clerical staff.

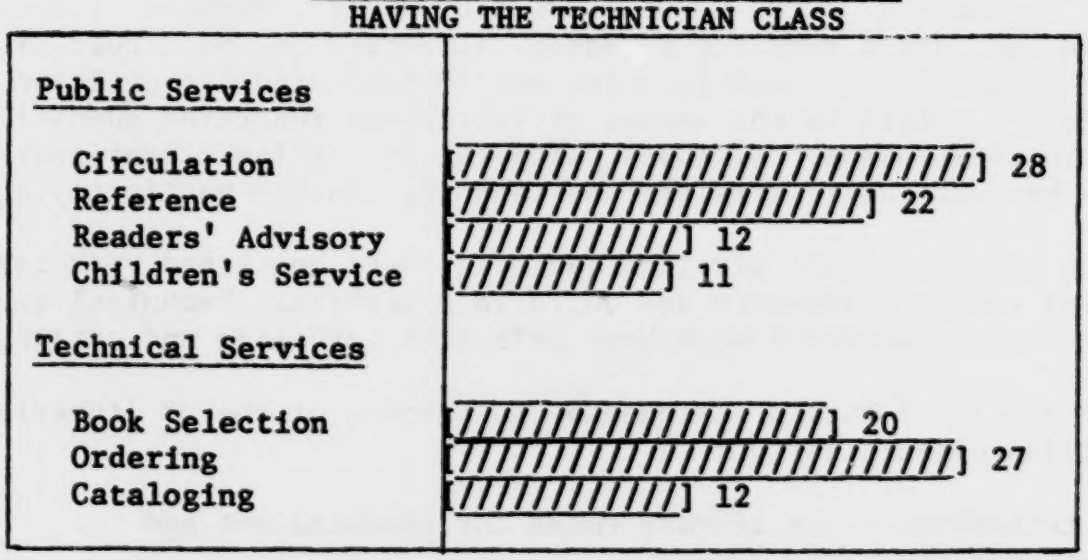
Charging out library materials to patrons and clearing returned materials.

Checking catalogs and shelf lists for holdings.

Planning displays.

The study also indicated that these duties required a knowledge of the library's total services, judgment in knowing what information to give, and when to refer the patron to a librarian. The duties and responsibilities of the technical assistant were related to the size of the library staff, the library program and the services provided. In libraries employing only one technical assistant, secretarial duties relating to library business were assigned. Assignment of such duties to semiprofessional personnel, it was further stated, can go far toward assuring that a librarians' time is not misused and that a more effective program of library service is implemented.

Fig. 3
ASSIGNED DUTIES OF THE LIBRARIES HAVING THE TECHNICIAN CLASS



CHAPTER TWO

EMPLOYMENT OPPORTUNITIES

IN THE LIBRARY FIELD

EMPLOYMENT OPPORTUNITIES IN THE LIBRARY FIELD

Results of recent studies indicate a large and increasing need for library technical assistants and library clerks throughout the United States. The gap between our present supply of both professional and support staff and the number needed to implement library programs meeting professional standards is indeed wide. As reported by the American Library Association, ". . . librarians of all kinds are in short supply, but school librarians invariably rank close to the top among the dozen or so school specialists who are in critical shortage, and there is now a real discrepancy between demand and supply."[11]

There has been an estimate that in the next five years there will be a need for 100,000 librarians and support staff. "The employment outlook is excellent through the 1970's for library technicians in the rapidly growing field. Graduates of two year academic programs will be in particularly strong demand . . . about 5,500 technicians will be needed annually between 1967 and 1975 to provide for both growth and the need to replace workers . . ."[12]

Most employment opportunities exist in metropolitan areas where branch libraries are more numerous. The larger library organizations, which include several small branches, will many times employ a coordinator of libraries; a professional librarian who supervises several of the small branch libraries. Each branch library also employs a library technical assistant who, in turn, will have some supervisory duties in connection with the other nonprofessional staff at that library. However, qualified people are more difficult to find in the smaller communities even though the community libraries employ fewer in numbers.

Working conditions for the library technical assistant have been a factor that attracts many to the position. Many public and private school libraries are open only during school hours, although college and public libraries may include some weekend and evening hours. Special libraries usually maintain the 40 hour week schedule.

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[11]Mary V. Gaver, "Crisis in School Library Manpower--Myth or Reality?" SCHOOL ACTIVITIES AND THE LIBRARY. A.L.A., Chicago, 1967.

[12]Priscilla A. Baker, "Library Technician." OCCUPATIONAL OUTLOOK QUARTERLY, December, 1968, pp. 4-5.

Library technical assistant salaries in metropolitan areas range from $5,200 to $8,500 a year and in small towns and small libraries from $3,800 to $5,500. "Annual salaries in the Federal Government generally ranged from about $5,100 to $7,000 in mid-1968. A few technicians earned $8,500 or more."[13]

Librarians try to meet the American Library Association and state standards. These efforts, coupled with: (1) the use of federal funds for new kinds of educational programs calling for library services, (2) the increased action by school districts to provide additional elementary school library programs, (3) the move to implement instructional materials centers in more schools, and (4) the increased interest in corporations and other institutions and agencies to have specialized libraries of their own, all add to the need for trained technicians. It is recommended that Community Colleges survey the manpower requirements of their region to determine which colleges might implement new or strengthen existing programs. More effective educational coverage may occur when there is a single strong area program offering not only basic technical education, but additional optional specialized courses.

All colleges, however, should cooperate to achieve some degree of uniformity in program offerings.

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[13] *Ibid.*

CHAPTER THREE

DEVELOPING PUBLIC SERVICE

EDUCATION CURRICULA

DEVELOPING PUBLIC SERVICE EDUCATION CURRICULA

Community Colleges may wish to consider the following six steps in developing a library technical assistant program curriculum:

1. Conduct a study of manpower requirements on a Community College area of planning basis. It may not be practical for every college to offer a program. It is recommended that colleges consider developing strong specialized programs where students can be referred through inter-district agreements.

2. Establish an advisory committee for the program. The committee should help plan for the initial curriculum and evaluate programs. In addition to local professional library representatives from each of the various types of libraries, the committee should include representation from local and county personnel offices, a four year academic institution, and a library association.

3. Adopt a curriculum to meet the needs of the community by setting definite achievement levels that are geared to the competencies required for job entry into the field.

4. Continually evaluate the program to insure that it meets state and national standards and its stated goals.

5. Develop a structured work experience education program that has a direct relationship to the classroom program.

6. Communicate freely with the appropriate college administrators and the state and national library associations.

Assistance Available from the California Community Colleges Chancellor's Office

The California Community Colleges Chancellor's Office, Division of Vocational Education, is able to assist in developing new programs and curricula by supplying survey findings from other areas and by aiding in the conduct of new coordinated studies. Community Colleges may secure some financial help from federal vocational education funds. In addition, consultant service is available from the Chancellor's staff.

COORDINATION OF THE LIBRARY TECHNICAL ASSISTANT PROGRAMS

Since public service education involves cooperation with many agencies and professional organizations, school administrators find it desirable to assign the responsibility of the coordinating functions to trained, experienced librarians. These librarians are normally qualified instructors.

The coordinators should be assigned responsibilities for maintaining adequate contacts in order to keep the program abreast of changes. Some of the responsibilities may include: working with consultants, advisory committees, employer and employee organizations; defining program goals; stating performance objectives; organizing course materials; obtaining instructional materials from other than school sources; evaluating the program in terms of goals and objectives; assisting the college in recruitment (selection and in-service training); cooperating with counseling and guidance staff; and placing graduating students. Coordinators provide direct liaison between community, business, and the school; thus becoming effective public relations emissaries.

The California Library Technical Assistant Advisory Committee has adopted the ALA Standards of program criteria to include:

1. The program should have its own full time coordinator other than the administrator of the college library.

2. In addition, there should be a minimum of one full time faculty member who has had practical and recent work experience in a library.

3. Program financing should be a part of the instructional budget of the college and not a part of the regular library budget.

4. No program should be started until the library meets the ALA Standards for Junior College Libraries. This will directly influence the quality of the program.

CHAPTER FOUR

COORDINATION OF THE

LIBRARY TECHNICAL ASSISTANT PROGRAMS

CHAPTER FIVE

A CURRICULUM FOR A

LIBRARY TECHNICAL ASSISTANT TRAINING PROGRAM

A CURRICULUM FOR A LIBRARY TECHNICAL ASSISTANT TRAINING PROGRAM

A curriculum for training library technical assistants devised by the statewide Public Service Advisory Committee for the Library Technical Assistant Program includes instruction in library techniques, business procedures, and liberal arts. The committee suggested that an analysis of job descriptions in local libraries would be useful in planning specific courses. Such an analysis would also indicate the laboratory and/or work experience education necessary to duplicate as closely as possible the actual jobs being done in the libraries. Since there are many types of libraries, instruction will need to include all of them. Local advisory committees can materially assist in determining the scope and content of programs.

The subject matter recommendations shown in Figure 4 represent a study of the schools now offering the program and the consensus of a statewide advisory committee. The units of instruction suggested in the various subject matter areas are considered basic in developing competent technical assistants. Some of the instructional units, however, can be used as general education requirements for an associate degree.

Fig. 4. SEMESTERS RECOMMENDED

* Introduction to Library Services	[/] 1
* Technical Processes	[/] 1
English and Literature	[//] 2
* Public Services	[/] 1
* Nonbook Media	[/] 1
Typing	[//] 2
Data Processing	[/] 1
* Work Experience Education	[//] 2
Business Procedures	[//] 2

* Specific Library Occupation Courses

CATALOG DESCRIPTIONS OF COURSES FOR THE CORE PROGRAM

Introduction to Library Services*

Three (3) semester units including a minimum of 3 laboratory hours per week. An introduction to libraries and their organization designed for students interested in employment in a special, school, public, or college library. Basic philosophy, procedures, tools, and techniques for library routines are emphasized. The laboratory experience gives practical training for the student so that he might take a job as a library page or aide. Also provides practical background training for the teacher assistant.

Support for Technical Services*

Three (3) semester units including a minimum of 3 laboratory hours per week, and public relations, circulation control systems, and location of information through catalogs, indexes and basic reference books.

Support for Public Services*

Three (3) semester units including a minimum of 3 laboratory hours per week. An introduction to the various semiprofessional tasks in the technical processes phase of library operations.

Introduction to Audio-Visual Services*

Three (3) semester units. A survey course of the processes necessary for the utilization and operation of audio-visual materials and equipment in a library situation.

Work Experience Education*

Three (3) semester units. A structured on-the-job training experience in a library. Training is under the supervision of a professional librarian. Two semesters are recommended. A minimum of 10 hours field work plus one hour seminar per week.

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*Specific Library Occupation Courses

Related Courses

A core of 15 units plus at least 5 units of related courses is required to complete a 20 unit major.

English and Literature

At least two semesters recommended. Dealing with books makes it important that personnel read, speak, and write well. In addition, they should have a background in literature.

Typing

A proficiency of 50 words per minute should be achieved, either through a course or a test.

Data Processing

An introduction to data processing is necessary to understand the new book catalog procedures, circulation systems, ordering, and accounting processes.

Suggested Course of Study

The following chart, Figure 5, represents a suggested four semester plan for California Community Colleges. The occupational-centered curriculum for the library technical assistant program utilizes basic courses for levels of job entry. The core courses are the courses that are technical or required and provide knowledge and skills necessary for a variety of job classifications within the spectrum of the library field. A student who completes the first basic core course could obtain job entry as a library page. A student who continues beyond the first courses would be a library clerical worker. Library Technical Assistant would be the job title for the student who: (1) completed the basic core, (2) completed the related courses, and (3) received the associate degree. Optional courses could be added to the program for job entry into specialized areas of the library. In addition to the course content for the core program for the Library Technical Assistant Program these Guidelines contain a two semester program for those specializing in audio-visual areas in the library.

Fig. 5
SUGGESTED OCCUPATIONAL-CENTERED LIBRARY
TECHNICAL ASSISTANT PROGRAM

A Suggested Career Ladder and Related Training

Job	1st Semester Course	Units	2nd Semester Course	Units	3rd Semester Course	Units	4th Semester Course	Units
Library Page	Introduction to Library Services	3						
Clerk I	Technical Processes	3						
Clerk II			Public Services	3			General Education	15-25
Senior Clerk					Audio-Visual	3	Core Courses	15
Library Technical Assistant							*Related Courses	15-25
							Work Experience Education	3-6
							Total	60
							Plus Associate of Arts Degree	

*Related Courses: Communications, Human Relations, Advanced Literature, Introduction to Data Processing, Office Procedures and Skills.

Optional Courses: Advanced Audio-Visual, Graphics, Children's Library Services, Reference Materials, Foreign Language, Cataloging Techniques, Special Libraries.

Typing is recommended as a prerequisite; but, on the consent of the instructor, may be taken concurrently with the first semester course.

WORK EXPERIENCE EDUCATION FOR THE LIBRARY TECHNICAL ASSISTANT PROGRAM

HOURS REQUIRED

3 Semester Units.

CATALOG DESCRIPTION

A structured on-the-job training experience in at least two types of libraries. Training is under the supervision of a professional librarian. Two semesters are recommended, one in the college campus library and one semester in the field. A minimum of ten hours field work plus one hour seminar per week.

PREREQUISITE

Consent of the instructor.

PURPOSE OF COURSE

To illustrate, extend, and deepen understanding of the library; the changes, problems, people, programs, and policies as they are presented in the library technical assistant training program and related to the goals, values, principles, methods, and settings for library services.

BEHAVIORAL OBJECTIVES

The student will:

1. **Explain library procedures, policies, and goals for the different types of libraries.**
2. **Identify the different types of communication materials and explain their uses and relationship to the different types of libraries.**
3. **Define the role of each member of the library staff.**
4. **Give the meaning and be able to use various library terms.**
5. **Do the tasks and duties assigned by a supervising librarian for at least two stations in at least two different types of libraries.**

The primary purpose of a work experience program is educational. Therefore, the college is responsible for the establishment of the program in the library that cooperates by engaging in this educational venture.

To plan and administer a work experience course takes time and skill. There should be sufficient time allowed for faculty to plan for the administration, the field experience relevant to class experiences, for student counseling, and for securing library placements. The faculty coordinator becomes the interpreter of the program for the student, the field library, and the educational institution. It is he who insures the experiences are related to defined educational purposes.

The program should be developed in cooperation with the participating libraries, the student, and the college, and a written agreement should be used as a basic reference. The agreement should contain the kind of content and learning experiences which the student might be offered.

During an eighteen week semester, a student should have placement in at least two and preferably three different types of libraries. If three libraries are selected, the student would work for six weeks in each library. During the six weeks the student should spend two periods of three weeks each at different stations. In a public library, the student would spend three weeks doing cataloging and three weeks in office procedures. In a school library, the student would have three weeks in audio-visual procedures and three weeks in circulation. In a special library, the student would spend three weeks in technical processes and three weeks in special activities, i.e., inventory, reference, etc. Therefore, the student would get an overall view of the various segments of the different libraries and their operations.

Descriptions of the work experience program should be available for students when they register for the course. Counselors should be cautioned to suggest that students take courses that require the most study time early in the student's educational career and leave the work experience semester relatively free, because of the time involved and the nature of the program. Students, before reporting to their assignments, should have experience in (1) making a job application, (2) completing a data sheet, (3) a preliminary interview with the library supervisor, and (4) procedure for acceptance of the job. They should be given an organization chart of their assigned library along with a policy and procedure manual for advanced study. The first day in the assigned library should include introductions, assignment to work space, tour of the building facilities, careful delineation of the first day's activities, and agreement on some general structure of hours, responsibilities, conferences and reports.

In addition to the direct library experiences, students should also have:

1. Regularly scheduled conferences with the library supervisor and the faculty supervisor.

2. Conferences with the library staff performing various functions in the library.

3. Contact with the advisory committee, many who are members of libraries participating in the work experience program.

4. Assigned attendance at appropriate professional organization meetings.

In order for the student to derive a sense of adequacy of his performance and of ways for growth and improvement, there should be a final evaluation of his work. The purpose and structure of the evaluation should be shared with the student and with the field supervisor at the beginning of the program. Since the student will have had little time to achieve competency in any single area of library work, the evaluation should be on what he has learned and his attitude in learning rather than on a professional performance basis. Knowledge of the library as a community service; the borrowers and their needs; responsible acceptance of assignments; intellectual curiosity; response to supervisors and staff; ability to work within the structure; and ability to communicate are important indices of what has been learned and the student's attitude toward learning.

CHAPTER SIX

RECOMMENDED COURSE CONTENT

FOR THE

LIBRARY TECHNICAL ASSISTANT PROGRAM

RECOMMENDED COURSE CONTENT FOR

THE LIBRARY TECHNICAL ASSISTANT PROGRAM

INTRODUCTION TO LIBRARY SERVICES

HOURS REQUIRED

3 Semester Units.

Note: Individual instructor can vary the hours of class lecture and laboratory, but there should be a minimum of three hours laboratory.

Laboratory as presented in this course refers to learning experiences in a given library situation where the activities are either simulated, actual, or a mixture of the two.

CATALOG DESCRIPTION

This course is an introduction to libraries and their organization. It is designed for students interested in employment in a special, school, public or college library. Basic philosophy, procedures, tools, and techniques for library routines are emphasized. The laboratory experience gives practical training for the student so that he might take a job as a library page or aide It also provides practical background training for the teacher assistant.

PREREQUISITE

Minimum of one semester typing or concurrent enrollment in typing course.

PURPOSE OF COURSE

To introduce the student to the different areas of a library so that he might see how these fit into a pattern of total service to a given public.

Note: This can be taught in a given library with the students being told that the routines as explained will vary from library to library.

BEHAVIORAL OBJECTIVES

The student will:

1. Give directions to locations in and around the library.
2. Sort and assemble books and other materials for distribution.
3. Cut out and mount newspapers and other articles.
4. Return library materials to the proper place after they have been used.
5. Check and rearrange shelves or files for alphabetical or numerical sequence.
6. Mend and bind magazines and pamphlets.
7. Do simple book mending.
8. File catalog cards under supervision.
9. Do the physical processing of new materials.
10. Operate photocopy equipment.
11. Type catalog cards.
12. Type book orders and other materials after information is assembled.

SUGGESTED TEXTS

Cook, Margaret G. The New Library Key. New York: H. W. Wilson Company, 1963.

Gates, Jean Key. Guide to the Use of Books and Libraries. 2d Ed. New York: McGraw-Hill Book Company, 1969.

Staff manual of local library could be used very effectively.

MAJOR DIVISIONS

I. Introduction to Course and to a Library
II. History of Libraries and Library Service
III. Use of Three Basic Library Tools
IV. Organization and Arrangement of Materials
V. Mending Books, Magazines, and Preparing Scrapbooks
VI. Public Services
VII. Technical Services Routines
VIII. Reading in Professional Library Periodicals and Books

METHODS OF EVALUATION

Laboratory performance
Written assignments
Periodic examinations
Final examination

I. INTRODUCTION TO COURSE AND TO A LIBRARY

A. Units of Instruction

1. Explain purposes of first course in library assisting

2. Give detailed assignment for getting acquainted with a library
   a. Interpret the questions so that the class understands what is expected in the assignment
   b. Help them to see the overall picture of library service
      1) Areas for public services
      2) Areas for technical services
      3) Five kinds of materials
         a) Books
         b) Pamphlets
         c) Periodicals
         d) Microforms
         e) Audio visual - equipment and materials
   c. Discuss the assignment in class giving emphasis to those areas that usually cause difficulty
      1) Location of the kinds of materials
         a) Reserve
         b) Two week material
         c) Reference
      2) Special instructions for patrons to follow in locating materials
      3) Special services
      4) General information
   d. Show the 16mm film "A Library Is" (Available from Bro Dart Industries)

B. Laboratory Exercises

1. Read library brochure and designated pages of text

2. With assignment sheet as guide, delve into all areas of the library

3. Fill in details of location on a floor plan

NOTES

Explain to the students that the local college library where course is being taught is to be used as a laboratory to learn the basic workings of any library.

NOTES

4. Answer questions pertaining to
   a. General information
   b. Number of kinds of materials available
   c. Lists of certain kinds of material
      1) Newspapers
      2) General encyclopedias
      3) Unabridged dictionaries
      4) Magazine indexes
      5) Categories of pamphlets
   d. Plan of arrangement of materials
      1) Books
      2) Pamphlets
      3) Periodicals
      4) Audio-Visual aids
   e. Miscellaneous

II. HISTORY OF LIBRARIES AND LIBRARY SERVICE

A. Units of Instruction

Help the student to acquire an appreciation of the importance of libraries in our history and in our daily life.

1. Lecture on beginning of communication, early writing, and ancient libraries
   a. Present briefly the gradual development of each
   b. Point out the relationship with ancient libraries and the advanced civilizations

2. Present the contribution toward library development made by medieval and the national libraries
   a. Make clear the great contribution of the monks in the monasteries
   b. Show how the printing press, copyright laws, and national libraries contributed to the development

3. Discuss the development of libraries and librarianship in the United States
   a. The social library and public library of the colonies
   b. Library of Congress as the national library of the United States
   c. Growth of libraries and the development of a library profession in the twentieth century
      1) Cooperation
      2) Automation
      3) Other trends

	NOTES
B. Laboratory Exercises	
1. Do reading assignments pertaining to the unit	
2. Answer a set of study questions on development of libraries and librarianship	
3. Take test on material to check on comprehension of material	
4. Go on a field trip to one or more different kinds of libraries	
III. USE OF THREE BASIC LIBRARY TOOLS	
A. Units of Instruction	
1. Present assignment on Unabridged Dictionaries and Reader's Guide to Periodical Literature a. Unabridged dictionaries 1) Compare and contrast the features of each one a) Webster's b) Funk & Wagnalls c) Random House 2) Point out the different sections of each one 3) Direct them in discerning the features of each word entry b. Reader's Guide to Periodical Literature 1) Adapt the exercise as given in How to Use the Reader's Guide to Periodical Literature and Other Indexes, published by H. W. Wilson Co. 2) Explain the assignment so that students can work on their own	Assist the student in learning to appreciate the importance of knowing the basic make-up of two very basic reference tools found in all libraries.
2. Introduce an assignment on Parts of a Book a. Give an assignment sheet for each to do on some non-fiction title b. Use a book with lecture to point out the four major parts 1) Binding	Show them how each of the parts of the book contributes to the usefulness of the book.

NOTES

2) Preliminary pages
3) Text
4) Auxiliary or reference material

B. Laboratory Exercises

1. Do the prepared exercise that requires use of the unabridged dictionaries
   a. Use the different editions of same publisher
   b. Become acquainted with features of the product of different publishers

2. Work out the detailed assignment given for the Reader's Guide to Periodical Literature
   a. Read the special instructions given to introduce the indexes
   b. Answer in detail each question in the exercise

3. Complete a work sheet on a non-fiction title that shows all the parts of a book

IV. ORGANIZATION AND ARRANGEMENT OF MATERIALS

A. Units of Instruction

Emphasize the importance of routines involved in keeping all materials in order and readily available to the library public.

1. Explain the two major classification schemes
   a) Dewey Decimal Classification
   b) Library of Congress

2. Explain the details of reading shelves
   a. Lecture on the meaning and importance of reading shelves
   b. Go over material in local staff manual if one available, otherwise explain thoroughly the routines involved
   c. Give shelf reading test to check on understanding

3. Introduce the assignment of checking pamphlets, periodicals, and audio visual materials
   a. Use material in text
   b. Answer any questions that might arise after explanation

NOTES

4. Interpret the instructions for putting away a group of materials
   a. Refer to explanations in text
   b. Explain the plan for each student to put away some of each kind of material

5. Present the details for preparation of a handbook to be used by a library page or a library aide
   a. Go over each item to be included
   b. Give a list of reading assignments from books on reserve

B. Laboratory Exercises

1. Do exercises involving the Dewey and Library of Congress classification schemes

2. Do two shelf reading assignments
   a. Wait until first one is checked before completing the second
   b. Report as soon as shelf section is read so that it might be checked for errors

3. Do the assignment for checking filing of pamphlets in vertical file

4. Check the arrangement of a group of periodicals

5. Put away a representative group of materials that are taken from all areas of the library
   a. 22 books
   b. 12 pamphlets
   c. 8 magazines
   d. 8 A.V. teaching aids

Use Library Aides and Library Technical Assistants to set up this activity for each student enrolled in the class.

6. Prepare a handbook that could be used by anyone working as a library page or a library aide

V. MENDING BOOKS, MAGAZINES, AND PREPARING SCRAPBOOKS

A. Units of Instruction

NOTES

Give opportunity for the student to understand the value of "First Aid Mending" as well as to have experience in the basic mending routines.

1. Introduce the book and magazine mending activity
   a. Interpret the reasons for doing this activity
   b. Demonstrate the correct way to do the mending tasks that can be completed in a local library

2. Explain how to determine the mending that can be done in a local library and how to decide which titles should be rebound

3. Show what is involved in preparation of scrapbooks, vertical file materials, and picture file

B. Laboratory Exercises

1. Do reading assignments to reinforce the information given in the lecture demonstrations

2. Make a field trip to a book bindery or see the film "Elementary Bookbinding" (Garrison Films), available from University of Illinois

3. Mend four books and six magazines by applying the points demonstrated in class

VI. PUBLIC SERVICES

A. Units of Instruction

Coordinate the observation assignment with the regular staff members so that library service to faculty and students is not hampered in any way.

1. Present the circulation routines of a particular library
   a. Lecture on the philosophy behind circulation work
   b. Discuss the myriad details involved in this activity
   c. Explain the system of overdue notices
   d. Show the areas where variations of routines would be in different libraries

2. Talk about the various kinds of mechanical devices for assistance in circulation routines

NOTES

Explain the use of photographic charging machines, Gaylord book chargers, etc.

3. Demonstrate the use of equipment involved in patron's use of library materials
   a. Photocopy machine
   b. Microfilm reader and printer
   c. Teaching machines

B. Laboratory Exercises

1. Do the assigned reading on circulation routines

2. Observe the circulation activities as they are carried out at each of the public service stations of the library
   a. Keep a record of the hours for this observation
   b. Use a guide sheet to be sure that all facets of the work at each station is understood

3. Assist in the carrying out of the circulation routines in a library situation
   a. Do this only after a satisfactory period of observation
   b. Work with a staff member who will supervise very carefully

4. Write a special paper on some phase of circulation work

5. Carry out a laboratory assignment to show proficiency in use of equipment that library public is expected to operate for themselves

VII. TECHNICAL SERVICES ROUTINES

A. Units of Instruction

1. Lecture on terms that are involved in technical processes
   a. Present the definition of terms used in ordering, cataloging, processing of books, typing of catalog cards,

Provide a general introduction to this area of library activity and give the students opportunity to learn certain

NOTES	
basic routines very thoroughly.	and filing of cards into card catalog b. Point out the differences among the Library of Congress and H. W. Wilson Co. printed cards and the homemade cards prepared in a local library 2. Lecture on the routines involved in ordering and receiving of materials a. Point out the kinds of materials received in daily mail, and provide detailed explanation on how to handle each item b. Explain the use of Books in Print and Cumulative Book Index in this activity c. Give a careful analysis of various steps involved in getting materials ordered and then checked in after they arrive in a library
Present only the very basic rules and emphasize the importance of very accurate filing.	3. Introduce the simple filing rules
	B. Laboratory Exercises
Stagger the assignments for this laboratory routine so that each student enrolled in the class has an opportunity to have experience in this area. Students will work with Library Technical Assistant responsible.	1. Work with the incoming mail in order to become familiar with routines involved in handling each item 2. Demonstrate an understanding of definitions of terms by preparing examples for each term 3. Label each part of a Library of Congress and a H. W. Wilson Company printed card, as well as each part of a homemade card 4. Type pockets and cards and do the necessary stamping and pasting for a given number of new books to be added to a collection 5. Do a lettering exercise to show proficiency in painting letters and figures 6. Complete exercises that involve the use of Books In Print, and The Cumulative Book Index 7. Alphabetize and file a group of catalog cards into the drawers of a card catalog

	NOTES
8. Type sets of cards for the catalog using both printed sets and homemade copy	
VIII. READING IN PROFESSIONAL LIBRARY PERIODICALS AND BOOKS	
A. Units of Instruction	
1. Discussion of the types of libraries and levels of positions available	Help the student to see how the training for Library Technical Assistant fits into the total picture of library service.
2. Lecture on the kinds of professional library journals and special features of each	
3. Refer to passages from professional library books to a. Assist the students in understanding a working philosophy of librarianship b. Point out to them the part that graduates of a library technician program can play in provision of maximum library service to patrons	
B. Laboratory Exercises	
1. Answer questions pertaining to professional library journals	
2. Read assigned articles in periodicals and certain professional books	
3. Take test in order to show comprehension of material covered in lecture and laboratory exercises	

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American Library Association. Library Service to an Aging Population. 1960.

American Library Association. Studying the Community. 1960.

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Demco Library Supplies. Demcobind. Fresno, California: 1965.

Douglas, Mary Peacock. The Teacher-Librarian's Handbook. American Library Association, 1949.

Fargo, Lucile. The Library in the School. American Library Association, 1947.

Gaylord Bros. Bookcraft. Stockton, California: 1959.

Haines, Helen. Living With Books. Columbia University Press, 1950.

Hessel, Alfred. A History of Libraries. New Brunswick, New Jersey: Scarecrow Press, 1955.

How to Use the Reader's Guide to Periodical Literature and Other Indexes. New York: H. W. Wilson Company, 1967.

Howell, Marvin. School Libraries in California. Sacramento, California: State Department of Education, 1968.

Johnson, Elmer D., Communication. New Brunswick, New Jersey: Scarecrow Press, 1960.

Lyle, Guy. Administration of the College Library. New York: H. W. Wilson Company, 1961.

University of Illinois Graduate School of Library Science. A Working Bibliography of Commercially Available Audio-Visual Materials for the Teaching of Library Science. Urbana, Illinois: December, 1968. (Free)

General Encyclopedias:

Americana

Britannica

Chambers

Colliers

Comptons

World Book

Magazines:

ALA Bulletin

Booklist

California Librarian

California School Libraries

Choice Books for College Libraries

College and Research Libraries

News Notes of California Libraries

Pioneer

Triangle

Wilson Library Bulletin

Audio-Visual Teaching Aids:

Transparencies: Definition of a library
Kinds of libraries
General plan of a library

From: John W. Gunter, Inc.
P. O. Box G
San Mateo, California

Filmstrips: Making the library a learning center

From: Essential Education
Huntsville, Texas

The college library

From: McGraw-Hill Book Co.

Dictionaries

From: Eyegate House
Jamaica, New York

Dictionaries

From: McGraw-Hill Book Co.

Periodical references and indexes

From: Eyegate House

Indexes

From: McGraw-Hill Book Co.

Film: Elementary book binding

From: Indiana University. Rental $1.75.
Old, but covers processes

Transparencies: Library manners
Sharing the library
Care of books
Care of special materials
Circulation of library materials

From: John W. Gunter, Inc.

Filmstrip: The book (Parts of a book)

From: Eyegate House

SUPPORT FOR TECHNICAL SERVICES

HOURS REQUIRED

3 Semester Units.
Note: (Including a minimum of 3 laboratory hours per week).

CATALOG DESCRIPTION

An introduction to the various semiprofessional tasks in the technical processes phase of library operation.

PREREQUISITE

L. T. 1 or consent of instructor.

PURPOSE OF COURSE

To acquaint the student with tasks involved in acquisition and processing of materials.

BEHAVIORAL OBJECTIVES

The student will:

1. Check order requests for duplication.
2. Locate bibliographic information necessary for ordering.
3. Prepare purchase orders.
4. Keep business records.
5. Process invoices.
6. Receive materials.
7. Order L. C. cards.
8. Type catalog cards.
9. Bind pamphlets and periodicals.
10. Keep statistical and accession records.
11. Assist in inventory.

SUGGESTED TEXTS

Readings from books and periodicals.

MAJOR DIVISIONS

I. Introduction
II. Acquisition
III. Classification Schemes
IV. Typing Catalog Cards
V. Card Filing
VI. Processing
VII. Record Keeping
VIII. Miscellaneous

METHODS OF EVALUATION

Laboratory performance
Written assignments
Periodic examinations
Final examination

NOTES	
Differentiate between professional and technical assistant tasks. Discuss types of libraries as it affects division of tasks.	I. INTRODUCTION This unit introduces the student to the scope of technical services. A. Units of Instruction 1. Definitions a. Acquisition b. Cataloging c. Classification d. Processing 2. Relationship of tasks in technical services B. Laboratory Exercise Visit the technical processes area of the library and become acquainted with the types of tools and their location.

II. ACQUISITION

A. Units of Instruction

1. Bibliographic tools
   a. Library Journal
   b. Choice
   c. Booklist
   d. Publisher's Weekly
   e. Science books and new technical books
   f. Subject bibliographies
   g. Requests from instructors
   h. OP lists
   i. Publisher's advertisements

2. Ordering procedures
   a. Check for duplication
      1) Catalog
      2) In process file
      3) Order file
   b. Bibliographic searching
      1) Books in Print
      2) Paperbacks in Print
      3) Forthcoming Books
      4) Subject Guides to 1-3
      5) Textbooks in Print
      6) Publishers' Trade List Annual
      7) Cumulative Book Index
      8) National Union Catalogue
      9) Audio-visual tools
         a) University Film Rental Catalogs
         b) Vendors' catalogs (rental & purchase)
         c) National Union Catalog. Motion Picture and Filmstrip - Music Phonorecords
         d) Catalog of Copyright Entries for Motion Pictures, 1894-
         e) Educators' Guide to
            Films
            Filmstrips
            Tapes
         f) Landers Film Reviews
         g) Educational Film Guide (H. W. Wilson - no longer published)
         h) Discovery of Educational Records and Tapes (Bureau of Auditory Education)

NOTES

In reviewing tools, have students practice identifying author, title, publisher, date, LC card number.

NOTES

Include cards for records, films and filmstrips.

i) Hendershot, Carl, Bibliography of Programs and Presentation Devices
j) Automation Education Letter

3. Acquisition
   a. Typing orders
      1) Multiple copy order forms
      2) Requisitions
      3) Purchase orders
   b. Ordering cards
      1) Library of Congress
      2) Wilson
      3) Other commercially printed cards
   c. Maintaining book order files-various systems
      1) Author
      2) Title
      3) Purchase order
      4) Vendor
   d. Maintaining purchasing files
      1) Requisitions
      2) Purchase orders
         a) Date order
         b) Purchase order number
         c) Vendor
         d) Active/inactive
   e. Receiving
      1) Checking material against packing slips
      2) Clearing order files
      3) Matching invoices to packing slips and clearing payment
      4) Matching books to catalog cards (if using commercially printed cards)
   f. Other printed materials
      1) Government documents
      2) Periodicals
      3) Pamphlets
      4) Textbooks

B. Laboratory Exercises

1. Become acquainted with the tools for book selection

2. Check 25 titles in a bibliographic search

	NOTES
3. Type multiple copy order forms	
4. Type requisition and/or purchase order	
5. Select 2 items which have not arrived and file a claim by either letter or special form	
III. CLASSIFICATION SCHEMES	
(A short introduction to this is included in LT 1.)	
A. Units of Instruction	
1. Definition and purpose of classifying	See introduction to abridged or 17th ed. Dewey.
2. Dewey Decimal a. Review of general outline (100-900) b. Use of relative index	Use as a cataloging tool will be demonstrated in cataloging class.
3. Library of Congress a. Review of general outline (A-Z) b. Use of LC subject headings as an index	Outlines of LC and DD studied in Public Services. Relate this also to non-book materials.
B. Laboratory Exercises	
Memorization of the subdivisions of either system seems to have little carry over value. Open book laboratory exercises on use of the tools seems more useful.	
IV. TYPING CATALOG CARDS	
A. Units of Instruction	
1. Format and placement for classification number a. Dewey Decimal b. Library of Congress	
2. Indentions for headings a. Main entry b. Title entry	For Non-Book Materials see: NEA, DAVI. Standards.

NOTES

Organization of Nonbook Materials, California State Dept. of Education.

Westhuis, Cataloging Manual for Non-Book Materials.

c. Subject entry
d. Analytic entry

3. Format for remainder of card
   a. Collation
   b. Notes/bibliographic statement
   c. Contents
   d. Tracings

4. Cross reference cards
   a. See reference
   b. See also reference

B. Laboratory Exercise

Type 5-10 sets of cards from the main entry card.

V. CARD FILING

(In final draft the new ALA Filing Rule numbers will be used.)

A. Units of Instruction

ALA Filing Rule #

1. b

1. Basic Rule
   Arrange word by word, alphabetizing letter by letter to the end of each word

3. c

2. Symbols
   Alphabetize the character "&" (ampersand) as "and"

4. a

4. b

3. Initials
   a. Arrange an initial before a word beginning with the same initial letter
   b. Arrange initials standing for names of organizations as initials, not as abbreviations

5.

6.

4. Abbreviations
   a. Arrange abbreviations as if spelled out in full
   b. Treat contractions as one word

7.

5. Initial Article
   In alphabetizing titles, disregard the

	NOTES ALA Filing Rule #
initial article. (Give as much additional information regarding foreign language as seems useful)	
6. Punctuation Marks In alphabetizing titles, disregard punctuation marks and the apostrophe	8. 9.
7. Numerals Arrange numbers in titles as if spelled out	
8. Hyphenated Words Arrange numbers in titles as if spelled out	11.
9. Compounded Words Arrange names consisting of two or more words as separate words	12.
10. Names with a Prefix Arrange a name with a prefix as one word	13.
11. Order of Entry Dictionary and divided catalogs	24.
12. Subject Arrangement (simplified) a. Subject without form b. Form, subject, geographical subdivisions and inverted headings (Disregard punctuation) c. Period divisions arranged chronologically	35.
Since each library has its own rules within the general ALA framework, filing manuals at individual libraries will need to be studied at the time of work experience and employment.	
B. Laboratory Exercises	
1. File a specially prepared deck of filing cards selected to teach the rules	
2. File 300 cards into the library catalog	

NOTES

See sources listed in Section IV.

Investigate processing used in libraries within job commuting distance of your college.

Accession number vs. copy number.

Use of accession number in data processing.

VI. PROCESSING

A. Units of Instruction

1. Brief review of book processing procedures from Introduction to Libraries

2. Non-book materials
   a. Pamphlets
   b. College catalogs
   c. Art prints, charts, maps, and pictures
   d. 3- dimensional items
      1) globes
      2) dioramas
      3) models and mock-ups
      4) kits
      5) realia
      6) specimens
   e. Films
      1) 16 mm
      2) 8 mm loops
   f. Filmstrips
   g. Transparencies
   h. Records
   i. Tape recordings
   j. Video tapes

B. Laboratory Exercises

1. Visit and observe a school instructional materials center and a public library processing

2. Process, under supervision, non-book material in the college library

VII. RECORD KEEPING

A. Units of Instruction

1. Accession records
   a. Book or card
   b. IBM list

2. Statistical records
   Number of items added to or discarded

NOTES

from collection
a. Books
b. Pamphlets
c. Periodicals
d. Microforms
e. AV materials

3. Inventory procedures
a. Call in all material
b. Read shelves
c. Check book to card or card to book according to library procedure
d. Record missing and lost on shelf list (Color coding by tags may be used)

4. Accounting
a. Definitions: encumbrance vs. actual expenditure
b. Annual budget
c. Departmental accounting (not used by all libraries)
d. Posting encumbrances: justifying with invoices for "actual" expenditure figure

B. Laboratory Exercises

1. Examine statistical and budgetary records of the library

2. Inventory 20 shelves

VIII. MISCELLANEOUS

A. Units of Instruction

1. Binding periodicals and pamphlets
a. In the library
b. Preparation of materials for commercial bindery

2. Textbooks
a. Property identification
b. Copy numbers
c. Assignment to schools

NOTES

3. Curriculum materials
   a. Course outlines
   b. Professional reading

4. Library supplies
   a. Acquaint students with catalogs from major library suppliers
   b. Stockroom procedures
      1) Receiving
      2) Storage
      3) Running inventory

B. Laboratory Exercises

1. Check and prepare magazines and books for bindery pick-up
2. Bind five pamphlets
3. Given a list of library suppliers, compare prices and specifications in three supply catalogs
4. Visit the technical processes section of a special library

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Westhuis, Judith L. and Julia M. DeYoung. Cataloging Manual for Non-Book Materials in Learning Centers and School Libraries. Ann Arbor: University of Michigan, 1967.

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SUPPORT FOR PUBLIC SERVICES

HOURS REQUIRED

3 Semester Units.
Note: (Including a minimum of 3 laboratory hours per week).

CATALOG DESCRIPTION

Public relations, circulation control systems and location of information through catalogs, indexes and basic reference books.

PREREQUISITE

L. T. 1 or consent of instructor.

PURPOSE OF COURSE

To examine charging methods and clerical procedures in circulation control systems in various types of libraries; to teach use of basic reference and bibliographical tools and to promote understanding of the role of public relations in library work.

BEHAVIORAL OBJECTIVES

The student will:

1. Work with patrons in an understanding manner.
2. Design and assemble displays.
3. Register borrowers.
4. Maintain stacks.
5. Keep statistical records.
6. Process inter-library loans.
7. Charge and discharge materials.
8. Follow up overdue materials.
9. Collect fines and maintain records related to this activity.
10. Circulate non-book materials.
11. Assist patrons in use of card or book catalogs and periodical indexes.
12. Answer simple reference questions using such tools as dictionaries, encyclopedias, almanacs, yearbooks, handbooks and atlases.

SUGGESTED TEXT

Gore, Daniel. Bibliography for Beginners. Appleton, 1968, paper, $1.60.

MAJOR DIVISIONS

I. Introduction and Public Relations
II. Circulation
III. Access to Information

	NOTES
I. INTRODUCTION AND PUBLIC RELATIONS	
A. Units of Instruction	
1. Definition of public services	
2. Basic division of public services a. Circulation b. Reference	Mention circulation of various types of materials including AV. (Techniques included in III.)
3. Public services in public libraries a. Adult b. Children's c. Young adult d. By subject areas, i.e., Business, Fine Arts, Science	
4. Public services in special libraries a. Clientele of special libraries b. Services expected c. Long range research needs of social science or humanities vs. immediate needs of scientific, technical or business libraries	Less patron utilization of tools - more giving of information to patron by librarians.
5. Psychology of service Patrons are People by Sara Wallace (ALA, 1956) is 39 pages packed full of useful hints. Although somewhat dated by its "cute" drawings, it is very practical and useful. Readers "get the message" in a relatively short time and it needs only a little amplification.	

NOTES

Discuss as a means of communication.

Artistic aspect treated in an art or AV class.

6. Publicity
   a. General public
      Displays, exhibits, newspapers, bookmarks, etc.
   b. Students and teachers
   c. Staff members

B. Laboratory Exercises

Materials: Cards with situations described

Objectives: To learn by role playing how to deal with situations that arise with patrons

Students draw cards on which these situations are described. The two students with the same cards improvise the scene. Afterwards the rest of the class comments on how the problem was handled.

In a School Library

1. A sophomore is doing a term paper on The Great Gatsby
2. A student has underlined on a dozen pages of an art book
3. The dean of girls wants to take home for the weekend one volume of the Americana
4. The student says he returned the book for which he has received an overdue notice
5. Ten minutes before the next period a teacher notifies the library he is bringing his class in, and another class has already been scheduled

In a Public Library

1. A patron returns a best selling novel and says it is a dirty book and should not be in the library
2. Just before closing a parent telephones for the names of ten explorers, his daughter's assignment for tomorrow's social studies

NOTES

3. A patron complains that the students at the next table are making too much noise

4. A business man says a certain person is not listed in the card catalog. Why doesn't the library have anything on this subject?

5. A patron says he has had a reserve card in for two months. Why is the librarian letting her friends have the book before him?

II. CIRCULATION

A. Units of Instruction

1. Patron registration, differences in
   a. Public libraries
      1) Application (use of references)
      2) Limitations - city or county boundary lines; regional cooperative systems; universal card concept
   b. School and college libraries
      1) Student ID card
      2) Library card - separate or same as student ID card
         - kinds of cards
   c. Special libraries
      1) Application
      2) Membership in organization (i.e., museum)
      3) Company personnel roster
   d. Special borrowers
      1) All instructors in the surrounding area (includes K-univ.)
      2) Governmental officials
         Policemen, firemen, city councilmen, diplomats
      3) Reciprocity

Any student who does not have a card for a public library should apply for it and report procedure at next class meeting.

2. Types of charging systems
   a. What information is needed for an effective system? What book - who has it - when is it due?

NOTES

See Geer-Charging Systems for overview of B2 & 3.

See suppliers catalogs for information and supplies needed.

Explain C in reference to systems memtioned in B.

Schools and colleges need to locate book by class number - not always deemed essential by public libraries.

Show samples of daily, weekly, monthly and annual forms.

b. History - pre 20th century
   1) Daybook
   2) Ledger (by borrower's name)
   3) Dummy system
   4) Temporary slip
   5) Permanent slip or book card
   6) 2 card system
   7) Borrower envelopes (Browne system)

c. Twentieth century systems
   1) Newark
   2) Detroit self-charging
   3) Signature charging
   4) Book charging machines
      a) Gaylord
      b) Demco
      c) Sysdac
   5) Photographic charging
      a) Recordak
      b) Remington Rand
   6) Punched card systems
      a) IBM
      b) McBee Keysort
   7) Others used in local area

3. Organization of charge desk
   a. Daily opening and closing routines
   b. Filing system for book cards
      1) Date due
      2) Class number
      3) Student name - some schools
      4) Difference in types of libraries
   c. Discharging materials
      1) Slipping
      2) Carting
      3) Revising

4. Organization of shelf reading

5. Statistical records
   a. Purpose
   b. Format

6. Overdue procedures
   a. Identify those materials overdue
   b. Follow local library procedure

NOTES

Examples
1) Multiple copy overdue letter or card
2) Notify teacher (used in some school libraries)
3) IBM generated overdue notice
4) Telephone
5) Use of 2nd, 3rd or final notice

c. Fines
1) Collecting/record keeping
2) No-fine policy

d. Difficult to retrieve materials
1) Loss of library privileges (school)
2) Clearance prior to graduation (school & college)
3) Hold on student personnel records
4) Small claims court (public)

7. Circulation of non-book materials
a. Pamphlets
b. Periodicals
c. College catalogs
d. Reserve materials
e. AV materials
1) In public library
2) From Instructional Materials Center of school library
3) From Instructional Resources Center of college library

Variable.
Checkout periods.

Centralized or departmental collections.

8. Interlibrary loans
a. Definition
b. Local, regional and state sources
c. General regulations

B. Laboratory Exercises

Observation and limited work in the college circulation department. Work sheets should be established in keeping with the circulation system used at each college.

III. ACCESS TO INFORMATION

(Use of information by patrons.)

A. Units of Instruction

NOTES

1. Descriptive bibliography
   a. Uses of descriptive bibliography
      1) Card catalog
      2) Indexes
      3) Bibliographies
   b. The catalog card
      1) Entry
      2) Title
      3) Subtitle
      4) Author statement
      5) Edition statement
      6) Imprint
      7) Collation
   c. The bibliographical citation
      1) Author's name
      2) Title of the book
      3) Editor's name
      4) Translator's name
      5) Number of volumes in the work
      6) Edition
      7) Series title
      8) Place of publication
      9) Publisher's name
      10) Date of publication

2. Subject headings
   a. Author's name
      1) Subject headings used in the dictionary catalogs
      2) Sears
      3) Other sources
   b. Form of subject headings
      1) Proper nouns
      2) Single nouns
      3) Uninverted adjectival phrase
      4) Inverted adjectival phrase
      5) Phrase headings with two nouns
      6) Inverted phrase headings with two or more nouns
      7) Subdivided forms
   c. References
      1) See reference
      2) See also reference

3. Periodicals
   a. Indexes
      1) Reader's Guide to Periodical

NOTES

Literature
2) Social Sciences and Humanities Index
3) Business Periodicals Index
4) Education Index
5) Applied Science and Technology Index
6) Art Index

b. Bibliographies
1) Ayer's
2) Ulrich's

c. Types of periodicals
1) Popular
2) Scholarly
3) Technical
4) House organs

4. Newspapers
a. Indexes
1) New York Times Index
2) Others (Wall Street Journal, Christian Science Monitor)

b. Types of newspapers
1) Local, metropolitan and national
2) Special interest
3) Foreign language

5. Government documents
a. Indexes
1) Monthly catalog
2) California state publications
3) United Nations-----

b. Types and purposes of documents
c. Depository system
d. Use of documents

6. Pamphlets
a. Use and importance
b. Indexes: Vertical file index
c. Other sources

Include reprints and vocational pamphlets.

7. Microforms

8. Basic reference tools
a. Encyclopedias
b. Periodical indexes
c. Special indexes to individual periodicals

NOTES

d. Newspaper indexes
e. Literature indexes
f. Dictionaries
g. Almanacs
h. Atlases
i. Directories
j. Biographical tools
k. Bibliographies

9. Filing rules

Teach from the user's point of view. How to file is taught in Tech. Processes.

B. Laboratory Exercises

Gore, Exercise 2.1.

1. Descriptive bibliography

Gore, Exercise 3.

2. Subject headings

Examination of 20 different magazines.

3. Periodicals

Exercises in N.Y. Times and other indexes.

4. Newspapers

Examination of 50 federal, state and local documents. Exercises in the monthly catalog.

5. Government documents

Examination of 30 pamphlets.

6. Pamphlets

Gore, Exercise 6.

7. Reference and bibliography

Gore, Exercise 7.

8. Filing

Field Trip: Public Library

Outline what students are to observe and follow up with discussion at the next class meeting.

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Wallace, Sarah L. Patrons are People. Chicago: American Library Association, 1956.

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MEDIA PRODUCTION AND AUDIO-VISUAL EQUIPMENT HANDLING

Introduction

The Library has become a more diversified center for study providing its patrons with not only book materials but also with a wide array of non-book or audio-visual materials and services. The inclusion of such diversified services, materials, and activities through the library require that its staff possess skills not formerly required of them. It is now necessary that the library technician be familiar with many audio-visual materials as well as the somewhat specialized devices or equipment on which they are used. The patron of the library must look to the library staff member for expert assistance and be confident of receiving it.

There are two (2) categories which must be served with regard to the training of library technicians and their involvement with audio-visual materials and equipment.

These two (2) categories are:

1. The training of the library technician to meet the occasional audio-visual needs which may arise in the relatively "traditional" library where non-book or audio-visual materials are not emphasized . . .

2. The training of the library technician to meet the demands of a "total media" library program where an expertise in handling audio-visual services is a basic requirement thus calling for special training in audio-visual methods and processes.

INTRODUCTION TO AUDIO-VISUAL SERVICES

HOURS REQUIRED

3 Semester Units.

CATALOG DESCRIPTION

A survey course of the processes necessary for the utilization of audio-visual materials and equipment in a library situation.

PREREQUISITE

Normally this course will be taken in sequence with other library technician courses, however it may be taken to meet requirements of other teaching assistant programs.

MAJOR DIVISIONS

I. Introduction
II. Clerical Procedures
III. Familiarization With Audio-Visual Equipment and Materials
IV. Acquiring Audio-Visual Materials

	NOTES
I. INTRODUCTION This unit introduces the student to the need for and a history, both past and present, of audio-visual services. (3 hour lecture.) A. Units of Instruction 1. The History of the development and acceptance of audio-visual materials a. The selection of the "right tool for the job"	Use of audio-visual aids stressed in the presentation of this information. Present examples of old and new types of audio-visual materials. Present the idea that man has constantly strived for improved ways to accomplish his goals. This applies not only to working with his hands but also to his efforts to communicate effectively. Use transparency of hand tools vs. power tools and "stone tablet" vs. "new media".

NOTES

Present examples of early or pioneer programs such as those of St. Louis, Missouri schools audio-visual department and the San Diego, California County School Audio-Visual Program.

Show actual examples of the materials listed and use the appropriate audio-visual equipment to give brief demonstrations as to how materials are in fact used. Use overhead projector for transparencies and the cartridge 8mm projector for easy loading film loops. Make use of every opportunity to teach by example. Use slides to show additional types and styles of audio-visual equipment not readily available to class.

The need to present information in the most efficient and appropriate form requires use of various media beyond traditional book materials. Explain that the quantity and special nature of the materials to be used require new methods of storage and retrieval.

b. Early acceptance of the value of audio-visual methods and materials by educational agencies and institutions

2. An overview of what constitutes "new media" today
   a. 2"x2" slides (color or B&WH)
   b. 35mm filmstrips
   c. Overhead transparencies
   d. Charts, posters, displays
   e. Models, mock-ups
   f. Realia
   g. Specimens (embedded, etc.)
   h. Photographs
   i. 8mm films (cartridge or reel to reel)
   j. 16mm motion picture films
   k. Phonograph records & audio tapes
   l. Video tapes

3. The library as a "Total Resource Materials Center"

   a. Special areas in the library for viewing materials (slides, films, etc.)

	NOTES
b. Special facilities in the library for listening to recorded materials ranging from simple student operated players to sophisticated retrieval or remote access systems	Most new school plants are being planned and built with the libraries designed as "multi-media centers". Examples include Chabot College, as well as many high schools and elementary schools.
4. Library technicians with "special skills" are needed to staff such "total resource materials centers"	The use of many new audio-visual materials and related equipment requires that those who work in such libraries must become totally familiar with this field and assist the user of the library's special facilities
B. Laboratory Exercises	
II. CLERICAL PROCEDURES	
This unit provides the library technician with a basic knowledge of the clerical skills required in handling audio-visual materials and equipment. (1 hour lecture 2 hours laboratory.)	
A. Units of Instruction	
1. Develop a working knowledge of the use of necessary forms for the scheduling of audio-visual materials and equipment	Present examples of forms which indicate the type of information necessary to properly and efficiently scheduled equipment and materials. Stress the importance of keeping forms and instructions simple.
2. Methods utilized to receive, inventory and control equipment	Records must be kept on all equipment along with operating instructions, etc.

NOTES

Local inventory procedures should be established (a number system devised if not already in effect to assist in quickly identifying all equipment). A strict accountability must be maintained on all equipment. This inventory control list can serve many purposes including but not limited to: 1) patron use records, 2) control and location of equipment, 3) maintenance checks, etc...

Stress the importance of routine preventive maintenance checks and that the keeping of accurate records is the only way to insure that this is done. Present examples of charts used by various institutions. Show how these records can provide information relating to the selection of additional or replacement equipment.

3. Importance of maintenance records
   a. To keep equipment operating
   b. To evaluate equipment
   c. As an indication of need for replacement

B. Laboratory Exercise

Have students examine various available forms and require that they design and evaluate new audio-visual forms.

III. FAMILIARIZATION WITH AUDIO-VISUAL EQUIPMENT AND MATERIALS

This section deals with the development of skills in the production, repair, and use of materials and the operation, minor maintenance, and care of audio-visual equipment.

	NOTES
A. Units of Instruction	
1. A study of all types of audio-visual equipment (in schools & libraries) a. Transparency projectors and/or viewers b. Slide (2"x2") projectors and/or viewers c. Filmstrip projectors and/or viewers d. 8mm projectors (cartridge and reel to reel types, standard 8 and super 8 formats) e. 16mm motion picture projectors f. Tape recorders and phonographs g. Video tape recorders	Demonstrate the use of all the common types of audio-visual equipment to the student. Include not only the operational skills but also a general understanding of the general principles of its operation and construction. Demonstrate the way lens surfaces are cleaned, lamps are changed, etc. With audio equipment demonstrate how to set recording and playback levels and to replace cartridges, clean heads, etc.
2. Development of operational skills for the above listed equipment	
3. Routine care and minor maintenance of common audio-visual equipment	
4. Familiarization with support equipment such as tape duplicators, microphones, slide/tape synchronizers, etc.	Demonstrate the principles of full, half, and quarter track recording, and the selection of and use of microphones for local recording. Demonstrate how to splice and erase audio tape and how to splice motion picture film, both 16mm and 8mm. Use chalkboard and live demonstrations.
5. Familiarization with various types of audio-visual materials and how they are used	Demonstrate the handling required for the different types of audio-visual materials pointing out the following:

NOTES

1. Avoid fingerprints on film materials.
2. Use "thumb spots" on 2"x2" slides (place in projector upside-down and backwards).
3. Handle phonograph records by the edge only.
4. Proper sequence in viewing transparency overlays.
5. Proper relationship of audio tape to head of recorder.

Show students how to mount 2"x2" slides and transparencies, splice motion picture film and filmstrips, and minor repair relating to the binding of study guides and other printed materials using conventional adhesives as well as dry mount materials. Demonstrate simple repair techniques for containers.

Demonstrate permanent rubber cement mounting method, dry mounting methods, and the use of "Wrico" lettering kits and cut-out letters (Ref: "Planning & Producing Audio-Visual Materials" by J. E. Kemp).

Discuss with students the different approaches to information retrieval including dial retrieval

6. Develop skills in repair of audio-visual materials

7. Survey various production techniques and develop useable skills in simple processes utilizing rubber cement and dry mount tissue for mounting pictures as well as simple lettering techniques

8. Overview of potential areas of future involvement on the part of the library technician
   a. Information retrieval

	NOTES
b. Instructional television c. Computer assisted instruction	(of both audio and video programming) show examples of schools and libraries that have operational systems such as Chabot College, University of California at Santa Cruz, etc., and information representing systems available from vendors. Present examples of instructional television equipment applicable to library and school use including but not limited to video tape recorders, cameras, etc. Discuss how computers may assist not only in recording library transactions, but also in storage and retrieval of multi media information.
B. Laboratory Exercise Have student work to develop the many skills required in these units under the guidance and instruction of the instructor.	
IV. ACQUIRING AUDIO-VISUAL MATERIALS This unit presents the student with information about commercial producers, rental and loan agencies, the nature of agreements, purchasing procedures, and a survey of production possibilities.	
A. Units of Instruction	
1. Knowledge of sources of commercially produced materials a. Media indexes b. Commercial catalogs c. Sales representatives	Indicate to the students that they must maintain a current awareness of the availability of newly

NOTES

released materials. Introduce class to the various indexes for all media and explain the nature of descriptions contained and limitations of the indexes as to date compiled, limited scope, and inaccuracies as to prices, etc. Provide students with wide array of commercial catalogs for their examination and evaluation.
Explain that most producers are reputable as are their representatives and will assist by keeping you informed of appropriate new releases.

Present the rental and sponsored film agencies and discuss in detail the procedures to be followed in order to make effective use of them.

Explain the various levels of goverment from which materials are available and the procedures to be followed. (i.e., county, state, federal agencies such as department of agriculture, etc., or local district if your organization is a school. Indicate the many sources of films such as PG&E, Bell-Telephone, agencies such as Association Films

2. Knowledge of rental and sponsoring agencies

3. Procedures for utilizing films and materials from governmental and other non-commercial agencies

	NOTES
4. Clerical procedures pertinent to the acquisition of audio-visual materials	for sponsored films, as well as other groups such as Sierra Club, etc. As with any library materials local procedures pertaining to the purchase of audio-visual materials should be explicitly followed without exception. Steps to be followed normally include: 1. Request to vendor for preview. 2. Notification to other appropriate staff to inspect upon arrival. 3. If not to be purchased, return materials promptly. 4. If to be purchased, initiate necessary requisitions and/ or purchase order forms. 5. Once materials are purchased follow local procedures regarding assignment of accession number and then deliver material to cataloging or other materials processing personnel.
5. A look at the potential for locally produced materials B. Laboratory Exercises	When materials are not commercially available the library staff can determine the local need, plan materials and have them produced by commercial photographers, etc.

CHAPTER SEVEN

OPTIONAL COURSES

TO ENHANCE THE CURRICULUM

OPTIONAL COURSES TO ENHANCE THE CURRICULUM

AUDIO-VISUAL OPTION OR CERTIFICATE PROGRAM

For Those Specializing in Audio-Visual Areas in the Library

The library technician needing more intensified training in the area of audio-visual materials and equipment because of specific responsibilities for audio-visual services and activities can best be trained through the provision of an "optional track" which would consist of at least two courses.

A preliminary course "Beginning Audio-Visual Methods and Processes" would provide the library technician with a general orientation to audio-visual materials and equipment and develop within the student the basic skills in handling audio-visual equipment and materials.

A second course "Advanced Audio-Visual Methods, Techniques, and Processes" would continue and further develop the library technicians operational skills and also develop additional skills in the production of a wide variety of audio-visual materials.

AUDIO-VISUAL METHODS AND PROCESSES

HOURS REQUIRED

3 Semester Units.

CATALOG DESCRIPTION

An introduction to the basic duties and responsibilities of the Library Technician who deals primarily with audio-visual services.

PREREQUISITE

This course is the first in the "Option" sequence and should follow the basic preliminary library technician courses. Prerequisites may be waived in order

that it may be taken to fulfill specialized needs of other "teaching assistant" programs.

MAJOR DIVISIONS

I. Familiarization With Clerical Procedures
II. Sources and Use of Audio-Visual Materials
III. Operation and Care of Audio-Visual Equipment

NOTES	I. FAMILIARIZATION WITH CLERICAL PROCEDURES
Relate to the student that the same general skills in serving library users will apply but that the handling of specialized materials and equipment (audio-visual) may call for additional expertise.	This unit is intended to acquaint the student with somewhat specialized clerical procedures related to audio-visual materials but not to duplicate those basic skills already developed in prerequisite courses.
	A. Units of Instruction
Present examples of existing forms in the various libraries for the scheduling of materials and equipment and indicate the importance of using forms which have sufficient information included but avoiding useless information. Have students design and then "defend" forms to meet specific requirements.	1. Use of specialized forms for audio-visual equipment and materials scheduling
Provide the students with examples of "fill-in" form letter requests which speed up the clerical procedures in acquiring materials. Display actual examples of request forms provided by loaning agencies and stress	2. Familiarization with standard and specialized forms and rental agreements used in the booking of audio-visual materials from agencies outside of the library

	NOTES
	the importance of keeping an adequate supply on hand to avoid unnecessary delays.
3. Discussion of various approaches to the possible systems of listing, numbering and inventorying equipment	It is valuable to develop an equipment numbering or inventory system appropriate to the needs of the library. Where portable is involved, labels that quickly identify ownership is essential. A system allowing for projected expansion of the program without subsequent remodification should be an essential consideration at the outset.
B. Laboratory Exercises	
II. SOURCES AND USE OF AUDIO-VISUAL MATERIALS	
A look at various sources including non-commerical indexes, catalogs, and direct contact as well as the use of evaluative devices.	
A. Units of Instruction	
1. Display and point out the positive and negative aspects of available indexes to audio-visual materials	Present for examination and critical discussion the various available indexes including but not limited to "Educational Media Index" from McGraw Hill, the "NICEM" 16mm and filmstrip index, and the indexes of free materials relating either to media classification or to subject area. Indicate the limitation of bound types if supplements are not

NOTES

forthcoming (i.e., "Educational Media Index") or the fact that many materials are not listed in such indexes. Call attention to the fact that even though they are limited, the indexes at least provide a base from which to start.

Reaffirm a confidence in the idea that by and large the producers and their representatives are reputable and are interested in providing a continuing service relationship with their customers. Such firms often solicit suggestions from libraries and schools as to the types and levels of materials needed. Most of the commercial catalogs provide relatively accurate descriptions of materials. This fact together with the basic policy of providing materials for preview establishes a cooperative relationship between the producer and the buyer (the library).

In order to properly evaluate materials prior to purchase, standard evaluative procedures must be established. Forms

2. Develop an awareness of major producers of audio-visual materials
   The use of catalogs provided by producers

3. Familiarization and use of evaluative materials and criteria in the selection of audio-visual materials

B. Laboratory Exercises

NOTES

relating to local selection policies may be developed. Information contained should include: cost, level, production quality, timeliness, content quality, etc., so that different individuals evaluating the materials will not overlook important considerations.

Many associations have established tools (EFLA Evaluation Form by Educational Film Library Association).

III. OPERATION AND CARE OF AUDIO-VISUAL EQUIPMENT

To develop skills in the operation, checking, and minor maintenance of audio-visual equipment.

A. Units of Instruction

1. Develop a high degree of skill in the operation of audio-visual equipment in the library

Have student under the supervision of the instructor become highly skilled in the operation of:

1. Tape recorders.
2. Slide & filmstrip projectors.
3. 16mm projectors.
4. 8mm projectors.
5. All other equipment applicable to library situations.

The degree of skill to be acquired must be of the level to enable the

NOTES

library technician to readily assist others.

Make the student develop an awareness of what properly operating equipment is and to develop the judgement required in determining when equipment should be sent to a skilled repairman.

Have students become familiar with equipment so they can:

1. Change defective lamps.
2. Clean lenses and other optical surfaces.
3. Make minor adjustments.
4. Clean "heads" on audio recorders.
5. Splice film and audio tape.

2. Be able to visually check audio-visual equipment to determine when other than local minor maintenance is required

3. Develop skills required to carry out minor repairs at the local level

B. Laboratory Exercise

This section dealing with equipment is conducted as a laboratory session under supervision of the instructor.

ADVANCED AUDIO-VISUAL METHODS AND PROCESSES

HOURS REQUIRED

3 Semester Units.

CATALOG DESCRIPTION

A course in depth dealing with the development of increased skills in the operation of standard audio-visual equipment with special emphasis on the production of audio and visual materials. This course also presents an overview of the more specialized and somewhat sophisticated media such as instructional television and retrieval systems.

PREREQUISITE

Beginning Audio-Visual Methods and Processes.

MAJOR DIVISIONS

I. Thorough Knowledge of Audio-Visual Equipment and Systems
II. Local Production of Audio and Visual Materials
III. Survey of Instructional Television and Retrieval Systems

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	NOTES
I. THOROUGH KNOWLEDGE OF AUDIO-VISUAL EQUIPMENT AND SYSTEMS This unit is designed to review and upgrade skills developed in beginning course. A. Units of Instruction 1. A detailed review of all types of audio-visual equipment insuring the proper and skillful operation of such equipment	Intense laboratory activity with "checkouts" of a

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highly demanding level intended to upgrade operational skills.

Set up special library situations requiring the student to select appropriate equipment. Student must select equipment on the basis of:
1. Price.
2. Functional specifications.
3. Technical specifications (quality).
4. Ease of operation.

Demonstrate the use of support equipment such as:
1. Tape duplicator.
2. Bulk erasers (tape).
3. De-gausing tool.
4. Splicers (tape and film).

Require the students to demonstrate a reasonable level of proficiency with this support equipment.

Present the proper use of microphones and have student develop an ability to select appropriate microphone for specific applications (uni or omni directional, etc.). Demonstrate proper recording techniques including reading "VU" meters, setting record volume, "patching" between components,

2. A comprehensive study of all types of audio-visual equipment for the purpose of selecting appropriate equipment to meet specific requirements

3. Develop skills in the operation of audio-visual support equipment

4. Develop a working knowledge of the proper and skillful use of sound recording equipment including microphones, dubbing set-ups, and the principle of multi-track and stereo recording

B. Laboratory Exercises

	NOTES
	and mixing live and recorded sound.
	Demonstrate using appropriate charts the principles of multi-track recording. Explain how quarter inch tape may be electronically divided into two or four separate "tracks" which may be utilized for monoral or stereo recording.
II. LOCAL PRODUCTION OF AUDIO AND VISUAL MATERIALS	
The type of activity dominating this section is the presentation of processes or techniques of production by the instructor followed by laboratory activity by the students.	
A. Units of Instruction	
1. Survey the types of material that may be produced at the local level	Make the students aware of their potential abilities and their limitations. Indicate that before the course is over they will be competent in the area of producing: 1. Thermo-Fax transparencies. 2. Diazo transparencies. 3. Hand made transparencies. 4. 2"x2" photographic slides. 5. Mounted materials (dry mount method). 6. Lettered materials of many types.

NOTES	
7. Posters and bulletin boards.	
Refer to reference book: Planning and Producing Audio-Visual Materials by J. E. Kemp. Specific instruction sheets are included in text and correlated with 8mm film loops on AV materials production.	2. Develop skills in production of Diazo transparencies, Thermo-Fax transparencies, hand made, utilizing overlays, stick-on color, rub-on lettering, etc.
Refer to instructions in text.	3. Develop skills in lettering to include Wrico, Leroy, cutout, stencil, etc.
Refer to text, section on mounting techniques to include: 1. Standard format. 2. Cut-out mount. 3. Overlap mount. 4. Large chart on cloth (rolled). 5. Large chart on cloth (folded).	4. Develop skills in mounting using dry mount method and permanent rubber cement method
Through the use of preplanned and preprepared materials show student what an effective bulletin board can do. Demonstrate techniques of enlarging pictures through the use of opaque projector onto large format. Include previously acquired skills of lettering and/or mounting where applicable in demonstration. Require students to complete at least one display.	5. Explore planning and preparation of bulletin boards, posters and displays
Demonstrate how "color lifts" may be made from	6. Prepare "color lift" transparencies

	NOTES
	clay coated magazines through the use of transparent laminating materials. Refer to text by Kemp.
7. Develop limited skills in the production of 2"x2" color slides	Demonstrate principle of single lens 35mm camera and the application of close-up lenses for making 2"x2" slides from books, etc. See section on Photography in text. Indicate how film after being exposed is sent to commercial laboratory for processing and mounting.
8. Develop an awareness of the need for scripting more involved productions	Indicate that when productions extend beyond simple single units a plan to maintain continuity and accuracy becomes essential. Such a plan is called a script. The script provides space for verbal and pictorial content as well as other pertinent content and directional information. Examples of different scripts may be found in the text under planning.
9. Repairing of damaged audio-visual materials	Demonstrate techniques of repairing damaged audio-visual materials. Relate to unit on splicing for film materials and relate a
B. Laboratory Exercises	

NOTES

common sense approach to simple types of needed repairs.

The development of compact relatively "inexpensive" video tape recorders provides a new opportunity for the library technician to become involved in the use of this medium. The newer units are simple to operate and a unit composed of camera, recorder and monitor can be set up and operated by one person.

Present examples of existing systems (slides of actual facilities) and discuss the various configurations and the implications for library services and the effect on the role of the library technician.

III. SURVEY OF INSTRUCTIONAL TELEVISION AND RETRIEVAL SYSTEMS

A. Units of Instruction

1. Instructional television as a medium in the classroom and the library

2. The development of retrieval systems

B. Laboratory Exercises

CATALOGING TECHNIQUES

HOURS REQUIRED

3 Semester Units.

CATALOG DESCRIPTION

Advanced skills and practical experiences needed by Library Technical Assistants in support of technical services.

PREREQUISITE

Introduction to Library Services and Support for Technical Services or consent of instructor.

PURPOSE OF COURSE

To prepare students for the more difficult supportive tasks in the Technical Services operations of libraries.

BEHAVIORAL OBJECTIVES

The student will:

1. Know the characteristics of the different types of catalogs (dictionary, divided, book, etc.).
2. Explain in detail the elements of a catalog entry.
3. Examine a book technically.
4. Prepare simple main entries for catalog.
5. Recognize the elements included in descriptive cataloging.
6. Understand the principles involved in added entries.
7. Assign tentative subject headings using lists.
8. Assign tentative classification numbers from both Dewey and Library of Congress classification systems for library materials.
9. Prepare card sets.
10. Keep records relating to cataloging.

SUGGESTED TEXTS

Eaton, Thelma. Cataloging and Classification. Champaign, Illinois: Illini Union Book Store, 1963.

Piercy, Esther J. Commonsense Cataloging. New York: H. W. Wilson Company, 1965.

MAJOR DIVISIONS

I. The Catalog
II. Descriptive Cataloging
III. Classification
IV. Subject Headings
V. Authority Files
VI. Shelf List
VII. Other Materials

METHODS OF EVALUATION

Laboratory performance
Periodic examinations
Final examination

NOTES	I. THE CATALOG
	A. Units of Instruction
	1. Introduction to course
	2. The catalog card
	3. Types of catalogs
	B. Laboratory Exercises
	1. Exercises with printed cards
	2. Exercises with original cards
	3. Visit libraries that have different kinds of catalogs

NOTES

II. DESCRIPTIVE CATALOGING

A. Units of Instruction

1. Examination of a book technically

2. Main entry

B. Laboratory Exercises

1. Exercises with a variety of books to learn of approaches to be made in understanding content

2. Various kinds of entries used for books
   a. Author entries
   b. Title entries
   c. Added entries

3. Practice in writing tentative catalog copy

III. CLASSIFICATION

A. Units of Instruction

1. Types of classification

2. Use of Dewey and Library of Congress systems

3. Adaptation of printed cards

B. Laboratory Exercises

Assignment of tentative call numbers to a variety of materials.

IV. SUBJECT HEADINGS

A. Units of Instruction

1. Principles of selecting subject heading from both Sears and Library of Congress

2. Cross reference

NOTES

B. Laboratory Exercises

1. Assignment and recording of tentative subject headings using Sears and Library of Congress subject heading lists

2. Select and record cross references

V. AUTHORITY FILES

A. Units of Instruction

1. Principles

2. Types and organization

B. Laboratory Exercises

VI. SHELF LIST

A. Units of Instruction

1. Purpose

2. Added copies, new editions, continuations, etc.

3. Use of accession numbers

B. Laboratory Exercises

1. Application of principles for shelf list

2. Assignment of accession numbers

VII. OTHER MATERIALS

A. Units of Instruction

1. Magazines and other serials

2. Pamphlets

3. Audio-visual materials

NOTES

4. Government documents and technical reports

B. Laboratory Exercises

Cataloging exercises for various kinds of materials.

REFERENCES

American Library Association. A.L.A. Glossary of Library Terms. Chicago: American Library Association, 1943.

American Library Association. A.L.A. Rules for Filing Catalog Cards. Chicago: American Library Association, 1942.

American Library Association. Anglo-American Cataloging Rules. Chicago: American Library Association, 1967.

Cutter, Charles A. Alphabetic Order Table Altered and Fitted With Three Figures by Kate E. Sanborn, M. D.

Dewey, Melvil. Decimal Classification and Relative Index. 9th Abridged Edition. New York: Forest Press, 1965.

Dewey, Melvil. Decimal Classification and Relative Index. 17th Edition. New York: Forest Press, 1965. 2 vol.

Library of Congress. Subject Headings Used in the Dictionary Catalogs of the Library of Congress. 6th Edition. Washington, Government Printing Office, 1967.

Sears, Minnie E. Sears List of Subject Headings. 9th Edition. New York: H. W. Wilson Company, 1965.

Audio-Visual Teaching Aids:

Card Catalog:

Transparencies: The card catalog
Author and title cards
Subject and cross reference cards
Finding books on library shelves
Locating special materials

From: John W. Gunter

Filmstrip: The card catalog

From: Eyegate House

Overlay chart: Eyegate visual card catalog

From: Eyegate House

Programmed instruction: Library skills: the card catalog, a program of instruction on using the library

From: Edward G. Chester

Classification systems:

Transparencies: Introduction to the Dewey Decimal System
Usefulness of the Dewey Decimal System
100-299
300-499
500-699
700-899
900-999

From: John W. Gunter

Filmstrip: Classification and the card catalog

From: McGraw-Hill Book Company

Catalog card:

Programmed instruction: Construction and adaptation of the unit card; a programmed unit
EMI Modern Library Practice series

From: Educational Methods, Incorporated
20 East Huron Street
Chicago, Illinois 60611

REFERENCE MATERIALS

HOURS REQUIRED

3 Semester Units.

CATALOG DESCRIPTION

Basic reference materials in specific subject areas.

PREREQUISITE

Introduction to Library Services and Support for Public Services or consent of the instructor.

PURPOSE OF COURSE

To prepare students to assist with reference work.

BEHAVIORAL OBJECTIVES

The student will:

1. Assist patrons in use of library tools such as special indexes, encyclopedias, and dictionaries.
2. Help patrons use library catalogs.
3. Locate simple bibliographical information.
4. Answer simple reference questions; refer complex questions to librarian
5. Assist librarians in maintaining special indexes for quick reference.

SUGGESTED TEXTS

Barton, Mary N. Reference Books. Baltimore: Enoch Pratt Free Library, latest Edition.

Gates, Jean K. Guide to the Use of Books and Libraries. 2nd Edition. New York: McGraw-Hill, 1969.

MAJOR DIVISIONS

I. Review of Techniques for Public Services
II. Reference Materials
Philosophy, Psychology, Religion, Mythology, Folklore
Social Sciences
Science, Health and Medicine
Vocational-Technical
Fine Arts
Literature
History and Geography

METHODS OF EVALUATION

Laboratory exercises
Quizzes
Final examination

NOTES

I. REVIEW OF TECHNIQUES FOR PUBLIC SERVICES

A. Units of Instruction

1. Explanation of entire course

2. Review of good public service techniques
a. Characteristics of good reference work
b. Techniques that work

B. Laboratory Exercises

1. Reading assignment on understanding patrons

2. Background reading on basic reference techniques, reference collections

II. REFERENCE MATERIALS

A. Units of Instruction

1. Introduce and present outstanding characteristics of frequently used reference books

2. Explain the best approach for the most effective use of specific reference books

NOTES

3. Present common reference questions

B. Laboratory Exercises

1. Examine each reference title technically

2. Complete a laboratory exercise of representative reference questions in each of the following subject areas
   a. Philosophy, Psychology, Religion Mythology, Folklore
   b. Social Sciences
   c. Science, Health and Medicine
   d. Vocational-Technical
   e. Fine Arts
   f. Literature
   g. History and Geography

REFERENCES

Haines, Helen. Living With Books. Columbia University Press, 1950.

Hutchins, Margaret. Introduction to Reference Work. Chicago: American Library Association, 1944.

Lyle, Guy. Administration of the College Library. H. W. Wilson Company, 1961.

Shores, Louis. Basic Reference Sources. Chicago: American Library Association, 1954.

Smith, Helen Lyman. Adult Education Activities in Public Libraries. Chicago: American Library Association, 1954.

Winchell, Constance. Guide to Reference Sources. Chicago: American Library Association, 1967.

CHILDREN'S LIBRARY SERVICES

HOURS REQUIRED

2 Semester Units.

CATALOG DESCRIPTION

Books for children, classical titles for the age group, and the outstanding authors and illustrators of this category of literature. Reading programs and story hours.

PREREQUISITE

None.

PURPOSE OF COURSE

To understand the purpose and functions of the children's division of a public library and to define the duties of the library technical assistant.

BEHAVIORAL OBJECTIVES

The student will:

1. Assist in the orientation of children to the library.
2. Know standard authors and illustrators of children's books.
3. Conduct story hours and give book talks using various techniques and media.
4. Assist with the summer reading programs.
5. Assist with publicity programs and prepare bulletin boards and displays.

SUGGESTED TEXT

None.

MAJOR DIVISIONS

I. Introduction to Library Service for Children
II. Survey of Children's Literature
III. Storytelling and Reading Programs
IV. Awards and Observances

METHODS OF EVALUATION

Oral reports
Special class projects
Storytelling in class
Quizzes
Final examination

I. INTRODUCTION TO LIBRARY SERVICE FOR CHILDREN	*NOTES*
A. Units of Instruction	
1. Duties required of library technical assistants in public library programs for children	
2. Cooperation between school and public libraries	
3. Suitable environment and arrangement of furniture and equipment	
B. Laboratory Exercises	
II. SURVEY OF CHILDREN'S LITERATURE	
A. Units of Instruction	
1. Children's books in English from earliest times to the present	
2. Influence of authors, illustrators, educational philosophers, compilers of folklore upon literature	
3. Effect of historical occurrences, scientific discoveries, inventions, social reforms, and religious philosophies upon literature	

NOTES

4. Poetry

5. Biography

B. Laboratory Exercises

III. STORYTELLING AND READING PROGRAMS

A. Units of Instruction

1. Storytelling as a creative folk art

2. Values of storytelling

3. Preparation and delivery of a good story

4. Application of non-book media to storytelling and reading programs

5. Traits of a good storyteller

6. Conduct of story hours and reading programs with appropriate publicity

B. Laboratory Exercises

IV. AWARDS AND OBSERVANCES

A. Units of Instruction

1. History, purpose and examination of award winning books

2. Special California awards

3. Observance of Children's Book Week and National Library Week

B. Laboratory Exercises

REFERENCES

Arbuthnot, May Hill. Children and Books. Chicago: Scott, Foresman, 1964.

Bamman, Henry. Oral Interpretation of Children's Literature. Dubuque: Brown, 1964.

Boyd, Jessie and others. Books, Libraries, and You. New York: Charles Scribner's Sons, 1965.

Broderick, Dorothy M. An Introduction to Children's Work in Public Libraries. New York: H. W. Wilson Company, 1965.

Children's Catalog. New York: H. W. Wilson Company, latest Edition.

Cole, Doris, ed. The Reading of Children. Syracuse: Syracuse University School of Library Science, 1964.

De La Mare, Walter. Early One Morning in the Spring. Chapters on Children and Childhood. New York: Macmillan, 1935.

Eakin, Mary K., ed. Good Books for Children. Chicago: University of Chicago, latest Edition.

Fuller, Muriel. More Junior Authors. New York: H. W. Wilson Company, 1963.

Hazard, Paul. Books, Children and Men. Chicago: Horn Books, 1960.

Hollowell, Lillian. Book of Children's Literature. New York: Rinehart, 1950.

Jacobs, Leland, ed. Using Literature With Young Children. New York: Teacher's College Press, 1965.

Kunitz, Stanley. The Junior Book of Authors. New York: H. W. Wilson Company, 1951.

Mahony, Bertha E. and Elinor Whitney Field. Newbery Medal Book. 1922-1955. Chicago: Horn Books, 1955.

Mahony, Bertha E., Louise P. Latimer, and Beulah Folmsbee. Illustrators of Children's Books, 1944-1945. Chicago: Horn Books, 1947.

Meigs, Cornelia, and others. A Critical History of Children's Literature. New York: Macmillan, 1953.

Miller, Bertha Mahony and Elinor Whitney Field. Caldecott Medal Book, 1938-1957. Chicago: Horn Books, 1957.

Rosenbach, A.S.W. Early American Children's Books. New York: Kraus, 1966.

Sayers, Frances C. Summoned by Books. New York: Viking Press, 1965.

Smith, Dora V. Fifty Years of Children's Books. Champaign: National Council of Teachers of English, 1963.

Smith, Irene. A History of Newbery and Caldecott Medals. New York: Viking Press, 1957.

Srygley, Sara K. Guide to Children's Magazines, Newspapers, Reference Books. Washington, D.C.: Association for Childhood Education International.

Viguers, Ruth Hill, Marcia Dalphin, and Bertha Mahony Miller. Illustrators of Children's Books, 1946-1956. Chicago: Horn Books, 1958.

SPECIAL LIBRARIES

HOURS REQUIRED

2 Semester Units.

CATALOG DESCRIPTION

An introduction to the organization, tools and techniques of special libraries.

PREREQUISITE

Six units of Library Technology or consent of instructor.

PURPOSE OF COURSE

To acquaint students with the nature and variety of special libraries with special reference to their similarities and differences.

BEHAVIORAL OBJECTIVES

The student will:

1. Be able to use basic reference sources pertaining to business and technical information.
2. Be able to determine proper methods of obtaining interlibrary loan materials.
3. Be able to identify and use microforms and reading equipment.
4. Be able to use technical report indexes and order materials from them.
5. Understand the needs for and uses of standards and specifications and their sources.
6. Understand the concept of cooperative library systems.
7. Understand the similarities and differences in service concepts among special and other types of libraries.
8. Be introduced to the techniques of current and future information handling.

SUGGESTED TEXT

Petru, William C., ed. The Library: An Introduction for Library Assistants. New York, New York: Special Libraries Association, 1967.

MAJOR DIVISIONS

I. Introduction and Overview of Special Libraries
II. Source Materials
III. Special Materials
IV. Special Services
V. Current Developments and Technology
VI. Future Trends

METHODS OF EVALUATION

Written Assignments
Periodic examinations
Final examination

NOTES	
	I. INTRODUCTION AND OVERVIEW OF SPECIAL LIBRARIES
	A. Units of Instruction
	1. Definition of special libraries characteristics a. Size b. Clientele c. Location d. Materials
City, county, state. School, college and university.	2. Comparison of special libraries with other libraries a. Public libraries b. Academic libraries
Distinguish between research and manufacturing needs.	3. Types of special libraries a. Scientific and technical 1) Aerospace 2) Biological 3) Chemical 4) Engineering 5) Medicine 6) Metals

	NOTES
7) Paper and textile	
8) Petroleum	
9) Pharmaceutical	
b. Business and commercial	
1) Advertising and marketing	Mention techniques used in forecasting and intelligence activities.
2) Banking	
3) Insurance	
4) Law	
5) Newspaper	
6) Publishing	
7) Transportation	
c. Fine arts	
1) Motion picture	Art or otherwise.
2) Museum	
3) Music	
4) Theatre and dance	
4. Organization of special libraries	
a. Staff	
1) Qualifications and training	
2) Size	
3) Selection	
4) Duties	
b. Physical layout	
1) Space allocation	
2) Adapting space and equipment to meet requirements	
3) Security precautions	
c. Arrangement of materials	
1) Cataloging	
2) Classification	
3) Indexing	
4) Filing	
d. Circulation	
1) Automatic	i.e., Selective Dissemination of Information (SDI) by computer.
2) On demand	
3) Library-generated	
B. Laboratory Exercises	
II. SOURCE MATERIALS	
A. Units of Instruction	
1. General	
a. Ayer - Directory of Newspapers and Periodicals	Group 1, 2 and 3 are basic sources which

NOTES

most special libraries use. Other sources would be taught through in-service training since they would vary according to the type of library.

Group 1 will probably have been studied in other courses.

Mention local company reports.

b. Cumulative Book Index
c. New York Times Index
d. Rand McNally Commercial Atlas
e. Readers' Guide to Periodical Literature
f. Ulrich's International Periodicals Directory
g. World Almanac

2. Business
   a. Business Periodicals Index
   b. Congressional Directory
   c. Municipal Yearbook
   d. Public Affairs Information Service
   e. Statistical Abstract of the United States
   f. United States Government Organization Manual

3. Science and technology
   a. American Men of Science
   b. Applied Science and Technology Index
   c. Chambers' Technical Dictionary
   d. Crane - Guide to the Literature of Chemistry
   e. Handbook of Chemistry and Physics (CRC)
   f. Kirk-Othmer - Encyclopedia of Chemical Technology

B. Laboratory Exercises

III. SPECIAL MATERIALS

A. Units of Instruction

1. Technical reports
   a. Security and handling requirements
   b. Sources

2. Trade catalogs

3. Specifications and standards

4. Patents

5. Commercial loose-leaf services

NOTES

6. Translations

7. Pamphlets and reprints

8. Unusual materials
   a. Collections of rare items
   b. Maps
   c. Archival materials
   d. Clippings
   e. Test records
   f. Tapes

B. Laboratory Exercises

IV. SPECIAL SERVICES

A. Units of Instruction

1. Abstracts and bibliographies

2. Translations

3. Literature searches

4. Interlibrary loans

5. Photocopying

6. Library bulletins

7. Active reference service

8. Editorial help for company publications

9. Selective dissemination of information (SDI)

B. Laboratory Exercises

V. CURRENT DEVELOPMENTS AND TECHNOLOGY

A. Units of Instruction

1. Microforms

NOTES

a. Establishment of standards
b. Government and industry participation
c. Availability
   1) Commercial
   2) Government

Geographical, subject area, etc.

2. Cooperative projects
   a. Types
   b. Methods
      1) TWX installations
      2) Radio networks
      3) Facsimile transmission

3. Computers
   a. Impact on information technology
   b. Applications

B. Laboratory Exercises

VI. FUTURE TRENDS

A. Units of Instruction

Mention any new advanced projects under way.

1. Holography

2. Project MARC

3. Project INTREX

4. Project MAC

B. Laboratory Exercises

Field trips: Technical library
Business library
Unusual library (museum, newspaper, medical, etc.)

REFERENCES

Special Libraries. Official Journal of Special Libraries Association.

Strable, Edward G. Special Libraries: A Guide for Management. New York, New York: Special Libraries Association, 1966.

Strauss, Lucille J., and others. Scientific and Technical Libraries, Their Organization and Administration. New York, New York: Interscience, 1964.